

VENANGO TECHNOLOGY CENTER

One Vo Tech Drive

Professional Development Plan (Act 48) | 2021 - 2024

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Career and Technical Center

106619107

1 Vo Tech Dr, Oil City, PA 16301-3501

Mario S. Fontanazza Jr.

mfontanazza@vtc1.org

8144936550

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mfontanazza@vtc1.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mario S. Fontanazza Jr.	Director	Mario S. Fontanazza Jr.	Administration Personnel
Jena Seidle	Special Populations Coordinator	Jena Seidle	Administration Personnel
Robert Moore	Cooperative Education Coordinator	Robert Moore	Administration Personnel
Sarah Campbell	Guidance Counselor	Sarah Campbell	Administration Personnel
Pete Lindey	Teacher	Pete Lindey	Teacher
Scott Stahl	Oil City High School Principal	Scott Stahl	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The professional development team meets once per school year to review, discuss and revise the planned activities and outcomes. Additional activities to assist educators to work effectively are discussed and approved if the activity meets the educational needs of the VTC and its professional employees, so that they meet the specific needs of students. If needed the committee will meet additionally throughout the school year.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CLASSROOM ACTIVITIES TO INCREASE STUDENT ATTENDANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
	Classroom Teachers	Enhancing teaching skills and classroom management practices. Engaging students in learning	Classroom observations focusing on implementation of practices learned.
Lead Person/Position			Anticipated Timeline
Mario Fontanazza/Director			09/01/2022 - 06/28/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2b: Establishing a Culture for Learning 2a: Creating and Environment of Respect and Rapport	
Inservice day	1 day	3c: Engaging Students in Learning 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SAFETY AWARENESS AND PREPAREDNESS

Audience	Topics to be Included	Evidence of Learning
Teachers and Support Staff	The Career Center staff will participate in activities to gain the knowledge and understanding needed to respond to emergency situations and safety practices. Sessions will include training for mandated reporter, suicide awareness, anti-bullying, trauma informed care and other elements where staff training is essential to maintain a safe school environment	Participant Surveys, Classroom Observations
Lead Person/Position		Anticipated Timeline
Mario Fontanazza/ School Safety and Security Coordinator		08/25/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually		School Safety including Trauma-informed Education Awareness (Act 44)

INDUSTRY RECOGNIZED CREDENTIALS

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers	Securing and maintaining accreditation to offer industry recognized credentials. Activities will vary depending upon the field of study. The teacher will gain understanding of industry standards and acquire knowledge and skill to deliver instruction in the areas that assist students in earning the industry credential.	Learning Guides, Classroom Observation, Credentialing Assessment Results
Lead Person/Position		Anticipated Timeline
Mario Fontanazza/Director		09/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As Needed	1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally	

TECHNOLOGY INTEGRATION

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers	As new equipment is integrated into a program, teachers must learn new operating techniques and obtain knowledge of the equipment and related technology that will enable them to offer effective instruction.	Participant Surveys, Learning Guides, Classroom Observations.
Lead Person/Position		Anticipated Timeline
Robert Nurss/ Technology		09/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As Needed	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	

INSTRUCTIONAL LEADERSHIP CAPACITY

Audience	Topics to be Included	Evidence of Learning
Classroom Teachers	Educators will enhance teaching skills and classroom management practices through observation of teachers effectively using best practices and research-based strategies in their classrooms.	Participant Surveys, Classroom Observations focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional deliver and professionalism.
Lead Person/Position		Anticipated Timeline
Mario Fontanazza/Director		09/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As Needed	4e: Growing and Developing Professionally	

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Professional Education Committee meets annually to discuss, review, revise and approve professional development activities. Professional development activities are based upon detailed needs assessments that utilize student assessment results to target instructional and curricular areas that need strengthening and alignment. An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative. Professional development initiatives include components that provide ongoing support to teachers regarding implementation. Evaluation is focused on the impact on teaching practices and student learning. The director meets individually with teachers to discuss student achievement, and to provide insight into professional development activities that will help increase and develop learning.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Mario S. Fontanazza Jr.

10/04/2021

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Mario S. Fontanazza Jr.

10/04/2021

Superintendent or Chief Administrative Officer:

Date